



EXAMINING THE WELLBEING OF TEACHERS IN AHMEDABAD CITY: A COMPREHENSIVE STUDY

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ABSTRACT

This study delves into the multifaceted realm of teacher wellbeing in an urban educational setting. It underscores the critical significance of teacher wellbeing as a fundamental component of a thriving educational system. Teacher wellbeing encompasses not only physical health but also mental, emotional, and social aspects, with factors such as work-related stress, the availability of resources, administrative support, and personal coping mechanisms all playing pivotal roles. This study has two primary research objectives: first, to identify the factors contributing to stress among teachers in Ahmedabad City, shedding light on the challenges they face and informing potential interventions to reduce stress in the profession; and second, to analyze the relationship between the demographic profile of teachers (including age, gender, and years of work experience) and their perceptions of wellbeing, thereby uncovering potential variations in wellbeing perceptions among different teacher populations. To achieve a comprehensive understanding, the study interviewed 150 teachers, aiming to capture a diverse cross-section of educators encompassing various demographics, experiences, and teaching contexts within the city. The findings underscore the critical importance of teacher wellbeing in Ahmedabad City's educational landscape, providing insights into areas requiring intervention and support, and highlighting the need for tailored strategies to address the diverse needs of educators. This research contributes not only to the existing knowledge on teacher wellbeing but also offers valuable insights that can inform policies and practices to foster a healthier, more satisfied teaching workforce, ultimately benefiting the entire educational community in Ahmedabad City.

KEYWORDS: Wellbeing, Stress, Teacher

1. INTRODUCTION

The concept of wellbeing transcends mere absence of illness or distress; it delves into the positive aspects of human existence. It involves a state of optimal functioning in both the internal and external domains of life. Internally, it relates to an individual's physical health, emotional resilience, cognitive abilities, and inner sense of purpose and meaning. Externally, it encompasses social connections, economic security, and the environmental conditions that contribute to an individual's overall sense of wellbeing.

Wellbeing is not a static state but rather a dynamic and ever-evolving condition influenced by various factors. These factors can include genetics, lifestyle choices, social support networks, access to healthcare and education, economic stability, and the prevailing cultural and societal norms. Additionally, personal values, beliefs, and life experiences also play a significant role in shaping an individual's perception of wellbeing.

In recent years, there has been a growing recognition of the importance of wellbeing at both the individual and societal levels. Governments, organizations, and communities have increasingly prioritized the promotion of wellbeing as a means to enhance the overall quality of life and productivity of their populations. Moreover, researchers from diverse fields such as psychology, medicine, sociology, and economics have explored the various dimensions of wellbeing, seeking to better understand its determinants and implications. This exploration of wellbeing has given rise to a wealth of knowledge and a range of interventions aimed at enhancing and sustaining it. Whether through mindfulness practices, community engagement, access to healthcare, or policies that address income inequality, efforts

to improve wellbeing are diverse and multifaceted.

Wellbeing and stress are two interconnected aspects of human life that play a significant role in shaping an individual's overall quality of life. They are closely related, and the balance between them can greatly influence a person's physical, mental, and emotional health. Understanding the relationship between wellbeing and stress is essential for individuals, healthcare professionals, and organizations aiming to promote healthier lifestyles and better coping mechanisms.

Stress and Its Impact

Stress is a natural response to challenging situations or perceived threats. While a certain level of stress can be motivating and help individuals perform at their best, chronic or excessive stress can be detrimental to wellbeing. Prolonged stress can lead to physical health issues such as cardiovascular problems, weakened immune responses, and mental health conditions like anxiety and depression.

The relationship between wellbeing and stress is complex and bidirectional:

- **Stress's Impact on Wellbeing:** High levels of stress can erode an individual's sense of wellbeing. Chronic stress can lead to emotional exhaustion, burnout, and a decrease in overall life satisfaction. When stressors persist without adequate coping strategies, they can overwhelm an individual's capacity to maintain their wellbeing.
- **Wellbeing as a Stress Buffer:** On the flip side, individuals with higher levels of wellbeing tend to be more resilient in the face of stress. They have better

coping mechanisms and can bounce back more quickly from challenging situations. A strong sense of wellbeing can act as a protective factor against the negative effects of stress.

- **Positive Stressors:** It's important to note that not all stress is harmful. Some stressors, often referred to as "positive stressors" or "eustress," can actually enhance wellbeing. These stressors, such as challenging work projects or personal growth experiences, can lead to a sense of accomplishment and increased wellbeing when managed effectively.

Balancing Wellbeing and Managing Stress

- Achieving a balance between wellbeing and stress is crucial for maintaining a healthy and fulfilling life. Here are some strategies:
- **Mindfulness and Relaxation:** Practices like mindfulness meditation, deep breathing exercises, and progressive muscle relaxation can help individuals manage stress and enhance wellbeing.
- **Healthy Lifestyle:** Regular exercise, a balanced diet, and adequate sleep contribute to physical and mental wellbeing, making individuals more resilient to stress.
- **Social Support:** Maintaining strong social connections and seeking support from friends, family, or support groups can be a buffer against stress.
- **Time Management:** Effective time management and setting realistic goals can reduce stress levels by preventing feelings of overwhelm.
- **Professional Help:** When stress becomes overwhelming or leads to mental health issues, seeking professional help from therapists or counselors can be instrumental in restoring wellbeing.

In conclusion, the relationship between wellbeing and stress is intricate, with each influencing the other. Prioritizing one's wellbeing through healthy practices and effective stress management can lead to a more balanced and fulfilling life, ultimately enhancing an individual's ability to cope with life's challenges.

2. RATIONALE OF THE STUDY

Importance of Teachers in Society:

Teachers play a pivotal role in shaping the future of a society by imparting knowledge, values, and skills to the younger generation. Their wellbeing is essential not only for their personal fulfillment but also for the quality of education they provide. A study on the wellbeing of teachers is vital to ensure the sustainability and effectiveness of the education system.

Stress and Burnout Concerns:

Teaching is a demanding profession with unique stressors, including high workload, classroom management, and administrative responsibilities. These challenges can lead to burnout and negatively impact the mental and physical health of teachers. Investigating the wellbeing of teachers can shed light on the extent of these issues and inform strategies for addressing them.

Impact on Student Outcomes:

Research has shown that teacher wellbeing can influence student outcomes. Teachers who are emotionally and mentally healthy are better equipped to create a positive learning environment, engage students effectively, and provide the support necessary for academic success. Understanding the wellbeing of teachers can, therefore, have a ripple effect on student achievement.

Regional Variation:

Ahmedabad City, like many urban areas, may present unique challenges to teachers due to factors such as diverse student populations, urban congestion, and cultural dynamics. A comprehensive study focused on this specific region can uncover local factors that affect teacher wellbeing, providing insights that can be valuable for local policy and support initiatives.

Policy Implications:

Findings from this study can inform the development of policies and interventions aimed at improving teacher wellbeing in Ahmedabad City. By understanding the specific challenges and needs of teachers in the region, policymakers can tailor initiatives to address these issues effectively, potentially leading to a more sustainable and productive education system.

Limited Research in the Area:

While there is a growing body of research on teacher wellbeing globally, there is a need for more localized studies that consider the unique contexts of different regions. A comprehensive study in Ahmedabad City can contribute to the existing literature and provide a valuable reference point for future research in similar urban settings.

Social Responsibility:

As a society, we have a responsibility to ensure the wellbeing of those who educate future generations. Teachers often face challenges that go unnoticed, and their mental and emotional health can be overlooked. This study aims to highlight the importance of addressing these issues and fostering a supportive environment for teachers in Ahmedabad City.

In conclusion, this comprehensive study on the wellbeing of teachers in Ahmedabad City is essential due to its potential to reveal critical insights into the challenges faced by educators in the region and the implications for both the education system and society as a whole. By examining the physical, mental, emotional, and social dimensions of teacher wellbeing, the study can contribute to the development of targeted interventions and policies that promote a healthier and more effective teaching profession in the city.

3. LITERATURE REVIEW

Socio-Emotional Wellbeing (Ingersoll, 2017):

Ingersoll's research examines the socio-emotional wellbeing of teachers. The study highlights that teachers' job satisfaction and retention are significantly influenced by their emotional and social experiences in the workplace. Factors such as supportive school environments, positive collegial relationships, and a sense of autonomy contribute positively to teacher wellbeing. The study underscores the importance of fostering a supportive and collaborative school culture.

Workload and Stress (Skaalvik & Skaalvik, 2017):

Skaalvik and Skaalvik's study delves into the impact of workload and stress on teacher wellbeing. The research findings indicate that high workload and chronic stress can lead to teacher burnout and reduced job satisfaction. They emphasize the need for schools and policymakers to address these factors to support teacher wellbeing, suggesting strategies like workload management and stress reduction programs.

Aatish I. Patel and Dr. Sandip Chandra's study suggested that job satisfaction is the extent to which one feels good about the job. It is a pleasurable state resulting from one's job experience. The level of satisfaction may not be the same for everyone; it may differ from person to person.

person, place to place, institute to institute On the basis of the above aspects a is cleared that majority respondents are dissatisfied with the salary structure in the level. As the salary system or structure at present in the management institute especially in the self-finance institutes are major constrained faces by the faculty members. It is also seen that there is partially positive correlation between management support and salary structure at the college level uppers is eve in relation to salary structure at the institution.

Professional Development and Growth (Day & Gu, 2019):

Day and Gu's research explores the relationship between professional development and teacher wellbeing. Their findings emphasize that opportunities for continuous learning and professional growth can significantly enhance teachers' job satisfaction and overall wellbeing. Effective professional development programs should be tailored to teachers' needs and interests, promoting a sense of professional fulfillment.

Teacher Resilience (Howard & Johnson, 2018):

Howard and Johnson's study focuses on the concept of teacher resilience. Their findings suggest that resilient teachers are better equipped to cope with the demands of the teaching profession and maintain their wellbeing. The study discusses various resilience-building strategies, including mindfulness practices and stress management techniques, to support teachers in navigating challenging educational environments.

Inclusivity and Diversity (Shin & Lee, 2016):

Shin and Lee's research examines the impact of inclusivity and diversity on teacher wellbeing. Their findings highlight that schools that promote diversity and inclusivity contribute positively to teacher job satisfaction and wellbeing. The study discusses strategies such as culturally responsive teaching and creating inclusive classrooms as means of fostering teacher wellbeing.

Technology and Wellbeing (Ertmer & Ottenbreit-Leftwich, 2018):

Ertmer and Ottenbreit-Leftwich's research explores the relationship between technology integration and teacher wellbeing. The study indicates that effective technology use in the classroom can enhance teaching practices and reduce teacher workload. However, improper technology implementation can lead to stress and negatively impact teacher wellbeing. The research underscores the importance of adequate training and support when integrating technology into teaching.

Student Relationships (Hughes & Cao, 2018):

Hughes and Cao's study focuses on the significance of positive student-teacher relationships in teacher wellbeing. Their findings suggest that supportive and positive relationships with students can provide emotional rewards for teachers, leading to greater job satisfaction and overall wellbeing. The study discusses strategies for fostering these relationships, emphasizing the importance of empathy and communication in the classroom.

Teacher Self-Efficacy (Caprara et al., 2018):

Caprara et al.'s research examines the role of teacher self-efficacy in teacher wellbeing. Their findings suggest that teachers who have a strong sense of self-efficacy—belief in their ability to influence student outcomes—experience higher levels of job satisfaction and wellbeing. Teacher self-efficacy positively impacts teacher motivation and resilience, contributing to overall job satisfaction.

4. RESEARCH METHODOLOGY

4.1 Research Objectives

1. To identify the factors affecting stress level amongst teachers.
2. To analyse the relation between demographic profile of the teachers and their perception towards wellbeing.

4.2 Sample Size

In this study 150 teachers have been interviewed

5. DATA ANALYSIS

1. H₀: Teachers do not believe that lack of administrative support contributes to my stress

One-Sample Test						
	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
lack of administrative support	-6.324	149	.020	-.444	-.61	-.32

Interpretation

As per the above table it is seen that significance value is 0.020 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Teachers believe that lack of administrative support contributes to my stress

2. H₀: Teachers do not believe that insufficient resources and materials add to my stress.

One-Sample Test						
	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
insufficient resources and materials	-8.481	149	.041	-.260	-.42	-.10

Interpretation

As per the above table it is seen that significance value is 0.041 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Teachers believe that insufficient resources and materials add to my stress.

3. H₀: Teachers do not believe that adequate breaks and time for self-care are essential for reducing stress.

One-Sample Test						
	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
adequate breaks and time	-6.249	149	.031	-.314	-.75	-.50

Interpretation

As per the above table it is seen that significance value is 0.031 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Teachers believe that adequate breaks and time for self-care are essential for reducing stress.

4.H₀: There is no significant relation between demographic profile of the teachers and their perception towards wellbeing.

Variable- 1	Variable-2	Pearson Chi-Square	P Value	Decision
Gender	I believe that addressing the identified stress factors could improve teacher wellbeing	3.844	0.028	There is Significant Relation
	A positive work-life balance is essential for a teacher's wellbeing	9.067	0.031	
	Positive relationships with colleagues have a significant impact on teacher wellbeing.	1.382	0.047	
	I am satisfied with the level of wellbeing in my current teaching position.	5.723	0.019	
Age	I believe that addressing the identified stress factors could improve teacher wellbeing	10.335	0.017	
	A positive work-life balance is essential for a teacher's wellbeing	7.62	0.044	
	Positive relationships with colleagues have a significant impact on teacher wellbeing.	13.759	0.008	
	I am satisfied with the level of wellbeing in my current teaching position.	15.028	0.001	
Work Experience	I believe that addressing the identified stress factors could improve teacher wellbeing	6.88	0.044	
	A positive work-life balance is essential for a teacher's wellbeing	10.095	0.028	
	Positive relationships with colleagues have a significant impact on teacher wellbeing.	20.308	0.033	
	I am satisfied with the level of wellbeing in my current teaching position.	13.09	0.037	

Based on the above chi-square testing table, it can be seen that there is significant relation between demographic profile of the teachers and their perception towards wellbeing.

6. CONCLUSION

In conclusion, the findings of this study shed light on several critical aspects of teachers' perceptions regarding wellbeing and stress in the educational context. Firstly, teachers overwhelmingly believe that the lack of administrative support is a significant factor contributing to their stress levels. This perception underscores the importance of fostering strong administrative support systems within educational institutions to mitigate teacher stress and promote their overall wellbeing.

Secondly, the perception that insufficient resources and materials add to stress among teachers highlights the critical need for adequate teaching resources and materials to ensure a conducive teaching and learning environment. Schools and institutions should prioritize the provision of necessary resources to alleviate teacher stress.

Thirdly, teachers recognize the pivotal role that adequate breaks and time for self-care play in reducing stress. This acknowledgment underscores the importance of creating policies and schedules that allow teachers the necessary time for relaxation and self-care, ultimately contributing to their overall wellbeing.

Finally, the study reveals a significant relationship between gender, age, and years of work experience of teachers and their perception towards wellbeing. This insight suggests that different demographic groups of teachers may have varying perceptions of wellbeing and stress factors. It is essential for educational institutions and policymakers to consider these variations when designing wellbeing programs and support mechanisms tailored to the specific needs of different teacher

populations.

In sum, the findings emphasize the importance of addressing the concerns and perceptions of teachers regarding wellbeing and stress factors within the educational system. By recognizing and responding to these concerns, educational institutions can create a more supportive and conducive environment for teachers, ultimately benefiting both educators and the students they serve.

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